

- * Class will get to know each other, the teacher, and procedures (build community)
- * SWBAT use the scientific method to create an experiment, to be recorded in a Vee Chart.

Sep 6-2:31 PM

Welcome!!!

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SECA Physics
Tuesday 15 September 2015

- * Find your (or join a) project team



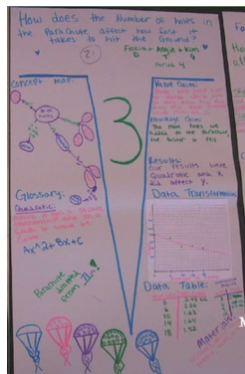
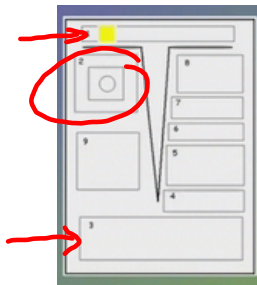
New people?

Opening Activity:

What things need to stay the same every time you do your experiment?

Sep 7-7:04 AM

The Vee Chart:
Shows what we found out from an experiment.



On post-its:
Write as many steps of your procedure as you can!
(One on each post-it)

Sep 9-7:20 AM

① HOW DOES _____ AFFECT HOW FAR A TOY CAR GOES PAST THE END OF THE RAMP?

Our Set Up:

- * Pick a car
- * Let go from rest
- * Measure how far it goes past the end of the track
- * Pick one thing to change from the list below

② WE THINK...
BECAUSE...
WE'VE NOTICED...

USE RUBRIC

Things to change (pick one):

- Texture of driving surface [sand paper grit]
- Weight of car
- Height of release

Challenge: Bump in track?

Today... Parts 1-2:

- * Groups of 1-3.
Pick team name
- * Pick a question
- * Guess at the answer - explain

USE PENCIL

Sep 9-7:25 AM

Step by step procedure...

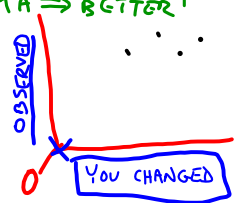
What did we come up with?

Sep 12-7:42 AM

Project Vee Chart

- Part 1: Write down your question
How DOES _____ AFFECT HOW FAR A TOY CAR TRAVELS PAST THE END OF THE RAMP?
- Part 2: Concept Map
I THINK AS... BECAUSE... I NOTICED...
- Part 3: Methods and Materials
- MATERIALS - STEP BY STEP - DIAGRAM
- Part 4: Data
- TABLE W/ UNITS - MORE DATA \Rightarrow BETTER!
- Part 5: Graph

RULES
 - LABELS
 - UNITS



WEIGHT (g)	DIST. (cm)
- Part 6: Results
- ODD DATA EXPLAINED - DESCRIPTION / LINE? - UP/DN/FLAT?
- Part 7: Knowledge Claim
- ANSWER TO Q - DATA / #S TO SUPPORT - CURVE? - REACH LIMIT
- Part 8: Value Claim
- WHO WOULD CARE - WHY? X2
- BETTER NEXT TIME?
- Part 9: Glossary
 \hookrightarrow MAYBE "NONE"?
 \hookrightarrow VELOCITY, GRAVITY, REACTION,?
 BOOK GLOSSARY

Jan 26-7:43 AM

We are RHR...

- Work alone or with your table to put the classroom grid back together
- Let's look at it together. Any questions?
- Pick at least 3 that you could give an example of what NOT to do

Sep 8-8:16 AM

We are	Respectful	Honest	Responsible
Beginning/End of Class	<ul style="list-style-type: none"> - Help get / keep learning time (minimize disruption or distraction) - Code switch to classroom mode 	<ul style="list-style-type: none"> - Honor the bells 	<ul style="list-style-type: none"> - Gather or put away supplies - Keep our room clean orderly
Lab time	<ul style="list-style-type: none"> - Gather and return supplies, clean up 	<ul style="list-style-type: none"> - Doing only the activities planned 	<ul style="list-style-type: none"> - Everyone is responsible for keeping everything safe
Teacher Led or Whole Group Instruction	<ul style="list-style-type: none"> - Give your attention to the speaker * PEDs & headphones away * End side conversations 	<ul style="list-style-type: none"> - Contribute to your ability 	<ul style="list-style-type: none"> - Monitor your learning * Need notes? * Asking questions / for help
Small Group / Independent Work Time	<ul style="list-style-type: none"> - Make class first priority * One-ear quiet music 	<ul style="list-style-type: none"> - Have your brain turned on, contribute 	<ul style="list-style-type: none"> - Advocate for your learning
Asking for missing work/ Grade contract Requests	<ul style="list-style-type: none"> - Find appropriate time to discuss progress with me 	<ul style="list-style-type: none"> - Be realistic about what you can and will get done 	<ul style="list-style-type: none"> - Use schoolview on your own to assess your progress

Sep 8-8:23 AM